

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 271-T01

Agency Name: Allegheny County Juvenile Court
Program Name: Community Intensive Supervision Program (CISP) – Penn Hills Center
Service Name: Employability Activities (PACTT)
Cohort Total: 40
Timeframe of Selected Cohort: Oct. 1, 2017 - Feb. 26, 2019
Referral County(s): Allegheny
Date(s) of Interview(s): Sep. 10, 2019, Apr. 5, 2019, and May 24, 2019
Lead County: Allegheny
Probation Representative(s): Melanie King
EPIS Representative: Christa Park

Description of Service:

The Community Intensive Supervision Program (CISP) is operated by the Allegheny County Court of Common Pleas, Family Division, Juvenile Section. CISP was designed for first-time & repeat male youth between ages 10-18 that need more structure & supervision than traditional probation. CISP operates in 6 community centers. All youth are supervised, monitored, & held accountable 24 hrs a day. Youth are assigned to the center that serves the community in which they live & are required to report to their center after school & on weekends. CISP staff provide transportation. Each youth must complete up to 100 hrs of community service before being positively discharged. Centers are open 7 days a week, 7:00 a.m. until 11:00 p.m. Youth remain in their communities & are introduced to positive community resources. CISP provides a full range of programming including a major emphasis on drug & alcohol education, assessment, & treatment as well as tutoring, recreation, cultural activities, community service, Aggression Replacement Training®, mentoring, & employment initiatives. The objective is to develop acceptable norms of behavior. Every aspect of CISP is designed to change negative behaviors through electronic monitoring, parent support groups, & various competency building & treatment groups. Youth who are “stepped up” from probation or “stepped down” from residential placement are appropriate, along with direct court commitments. CISP centers have been successful with engaging the local community to enhance public-safety, as well as hold youth accountable, address core competencies, and help youth become law-abiding and productive citizens. Through affiliation with the Pennsylvania Academic & Career/Technical Training Alliance (PACTT), CISP offers therapeutic activities which increase youth employability. Youth participate in sessions on career awareness & exploration, job search skills, job retention & career advancement, life skills, & personal/social development skills. Resources from PACTT, such as the Employability & Soft Skills Manual, are used. Youth are encouraged to develop personal portfolios highlighting accomplishments & gained skills. CISP also has strong community ties in which youth are offered significant opportunity to learn & demonstrate employability skills. Through CISP’s collaboration with Goodwill Industries, youth participate in 8 weeks of soft skills training based on the Jump-Start curriculum. This curriculum focuses on areas such as resume-writing, mock-interviewing, job-search/career exploration. Pre- & post-test assessments are available through the curriculum as well. Youth have the opportunity to pursue certifications such as CPR/First Aid/AED, ServSafe®, & OSHA 10. Upon completion of the program, youth can participate in a “Graduation Ceremony.”

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Job Related Training-Work Experience

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Remedial Academic Program

Was the supplemental service provided? Yes **Total Points Possible for this Service Type:** 10

Total Points Received: 10 **Total Points Possible:** 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 10 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Contact Hours or Number of Hours: 0

Total Points Received: 2 **Total Points Possible:** 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

39 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of 12 points

17 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Received: 25 **Total Points Possible:** 25

Basic SPEP™ Score: 47 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 63% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

1. Regarding Quality of Service Delivery

a. Written Protocol

- i. Develop an overarching Written Protocol to clearly describe the fidelity & quality of how each component/resource is coordinated and intended to be utilized in delivery of Employability Activities (e.g., Employability Skills Manual, Jump Start Curriculum, etc.).
- ii. Within the Written Protocol clearly describe how youth are assigned to the various tracks available within Employability Activities.
- iii. Within the Written Protocol clearly describe how “Group Session Notes” should be used to document youth participation in Employability Activities.
- iv. Within the Written Protocol identify formal procedures for reviewing/updating materials to ensure the most current materials are in use.

b. Staff Training

- i. Within the Written Protocol, clearly outline training requirements, including booster training, to further develop employee skills and ensure employee understanding of the various competencies/skills identified in the Employability & Soft Skills Manual.

c. Staff Supervision

- i. Within the Written Protocol, replicate supervision process from ART® to better document direct observation of service delivery and/or review of documentation of service delivery (e.g., supervisor sign off on group notes).
- ii. Within the Written Protocol, clearly outline supervision requirements, including frequency of direct observations and review of group session notes.

d. Organizational Response to Drift

- i. Develop an overarching policy/procedure that describes how drift or departure from service delivery will be identified.
- ii. Ensure the policy/procedure contains an “if-then” approach for corrective action steps if service delivery departs from what is intended.

2. Amount of Service

- a. Collaborate with the Juvenile Court to better match research recommendations for the target amount of service.

3. Risk Level

- a. Collaborate with the referring probation officer to consider each youth’s responsivity factors during treatment.